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ABSTRACT

Progress in the Michigan Statewide Assessment Program initiated during the 1969-70 school year for the purpose of evaluating certain performance levels of the Michigan Public School System is summarized. This report focuses on the assessment of Basic Skills performance in the fourth and seventh grades and describes the specific steps taken to accomplish this objective: selection of local and intermediate district coordinators responsible for test administration and collation of test data; creation of an ad hoc test specifications committee; creation of a technical advisory group that would provide alternative solutions to potential assessment problems; and creation of a citizens committee to articulate general educational goals of the system. Details on the test battery, its administration, the machinery for test data collection, and criteria for classification of school districts according to community type and geographic region are presented. An appendix listing Michigan School Districts by community type and region is included. See TM 000 324, TM 000 345, and TM 000 347-49. (AE)

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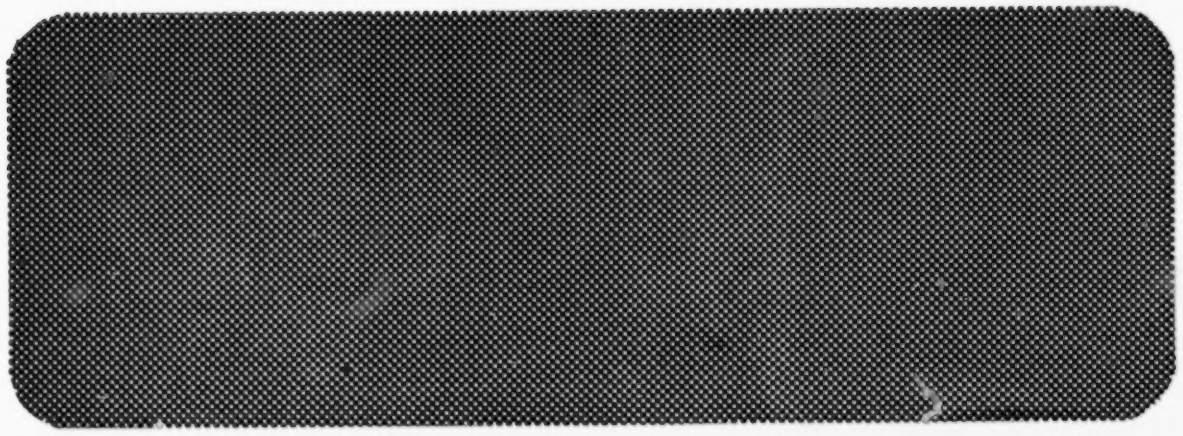
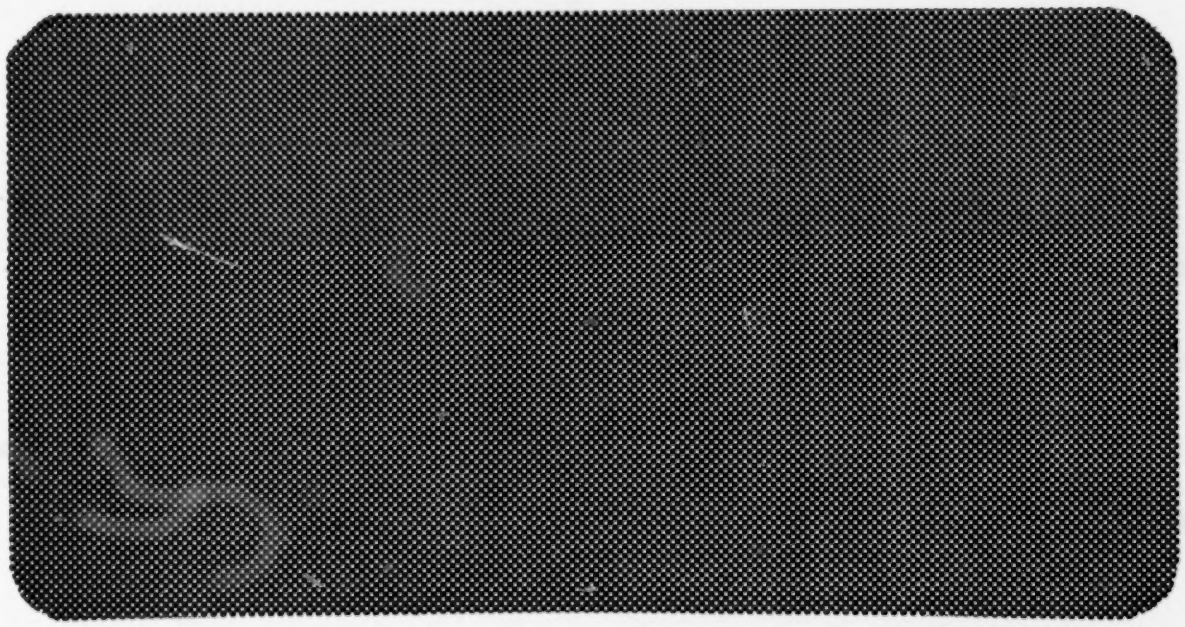


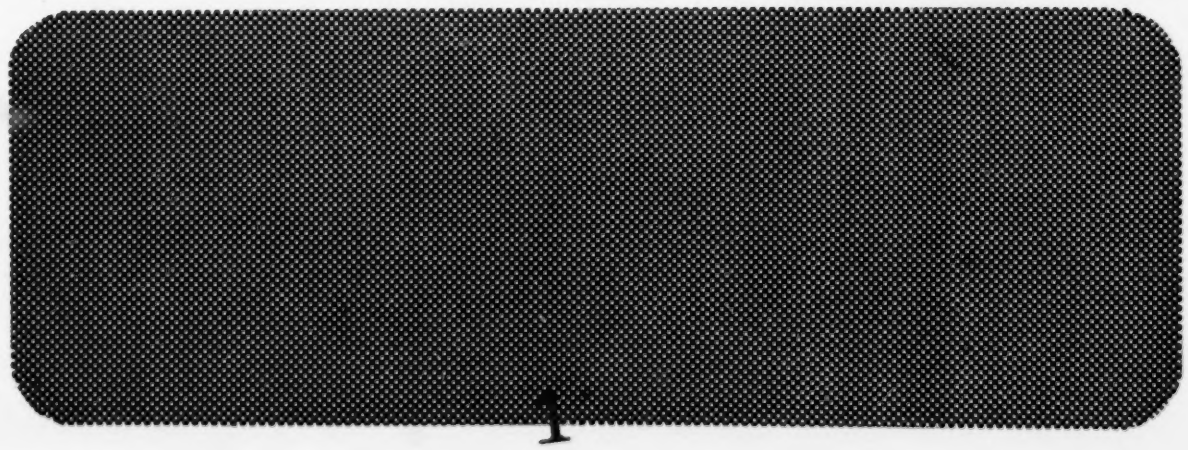
ACTIVITIES AND ARRANGEMENTS FOR THE 1969-70 MICHIGAN ASSESSMENT OF EDUCATION



TM 000 346

Assessment Report Number Two

MICHIGAN
DEPARTMENT
OF EDUCATION



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ACTIVITIES AND ARRANGEMENTS FOR THE 1969-70 MICHIGAN ASSESSMENT OF EDUCATION

Assessment Report Number Two

Prepared in the Bureau of Research
Michigan Department of Education

December, 1969

FOREWORD

On August 12, 1969, Michigan Governor William Milliken signed into law Public Act 307. Under the provisions of Section 14 of this Act, the Michigan Department of Education was given a mandate to undertake: (1) the planning and development of a statewide program for periodic and comprehensive assessment of educational progress, and (2) the immediate assessment of certain basic skills at one or more grade levels during the 1969-70 school year.

The August 12 signing by Governor Milliken represented the culmination of seven months of effort on the part of the State Board of Education and its staff. Recognizing the scarcity of reliable information concerning the progress of education in the State of Michigan, personnel in the Department's Bureau of Research, early in 1969, began developing a series of staff papers outlining the problem and suggesting alternative solutions. These ideas were articulated publicly in three memoranda from the State Superintendent to members of the State Board of Education. On April 23, 1969, the State Board of Education responded by directing the Superintendent to prepare and submit appropriate legislation for the periodic assessment of educational progress in the public elementary and secondary schools of Michigan. The State Legislature's subsequent response was embodied in Section 14 of Enrolled Senate Bill 68 which, upon the Governor's signature, became Act 307.

Since August 12--and even prior to that time--the assessment effort has received fairly wide coverage in the news media. A general outline of the purposes and procedures of the program received wide dissemination in a recent departmental publication: Purposes and Procedures of the Michigan Assessment of Education, Assessment Report No. 1. This publication related the background of the assessment program; developed a rough outline of the assessment activities to take place during 1969-70; and included a general description of the major evaluation questions which are to be addressed in Michigan's initial statewide assessment effort.

This publication is the second in a series of reports designed to provide legislators, educators, school board members and citizens with information regarding the Michigan Statewide Assessment Program. It is the purpose of this report to provide a summary of progress in assessment, and to set forth in some detail many of the actual mechanics of the program for 1969-70.

John W. Porter
Acting Superintendent
of Public Instruction

ACTIVITIES AND ARRANGEMENTS FOR THE 1969-70 MICHIGAN ASSESSMENT OF EDUCATION

Introduction

An Assessment Report Number One (Purposes and Procedures of the Michigan Assessment of Education) was distributed during August and September of 1969. This report reviewed the need for additional evidence on a statewide basis concerning public elementary and secondary education, set forth some of the assumptions and criteria that have guided the formulation of plans for assessment, and generally outlined the activities that are to take place during the 1969-70 assessment program.

It was stated that the principal goals of assessment are to provide reliable and meaningful information on the outcomes and the correlates of education and to provide a basis for improved educational decision-making in the state of Michigan over time. Specific questions to be addressed during the initial assessment effort are as follows:

1-a. What is the present level of educational achievement and its correlates in Michigan?

1-b. What is the present level of educational achievement and its correlates within Michigan's geographic regions and community types?

2-a. Do districts (or schools) that score high (or low or average) on achievement also score high (or low or average) on the correlates of educational performance in Michigan?

2-b. Do districts (or schools) that score high (or low or average) on achievement also score high (or low or average) on the correlates of educational performance within Michigan's geographic regions and community types?

3. What are the scores of each of Michigan's districts on achievement and its correlates; and how do these scores compare with state, regional, and community type averages?

4. What is the present level and distribution of educational achievement and its correlates within the state's large school districts?

5. What changes over time may be noted in the answers to the above questions?

Assessment Report No. One, in briefly and tentatively outlining the purposes and procedures of Michigan's program, emphasized plans for a two-phase assessment effort: (1) an immediate assessment of education in terms of basic skill achievements during 1969-70; and (2) the development of a more comprehensive assessment program for the state in other important goal areas. It is the purpose of Assessment Report No. Two to describe the progress that is being made in each phase of the program and to address specific details concerning the basic skills program for the current school year.

REPORT OF ACTIVITIES UNDER WAY

As of December 10, significant progress has been made in the preparations for the 1969-70 Assessment of Basic Skills. The following specific accomplishments constitute perhaps the most visible evidence of that progress.

1. Selection of Local and Intermediate District Coordinators

Coordinators have been designated in every K-12 local district; and in every intermediate school district in the state, a contact person has been appointed. Certain intermediate districts serving non-K-12 schools have also agreed to coordinate the assessment activities in those districts.

All coordinators and contact persons serve in a liaison capacity by receiving information about assessment from the Bureau of Research of the Michigan Department of Education and from Educational Testing Service and by relaying it to those in the local school who need it. They will also provide a channel of communication for questions about assessment that must be directed to the Bureau.

Local District Coordinators have the further responsibility of preparing district staff to administer the assessment battery to pupils, distributing materials received from ETS, collecting and returning or destroying materials according to directions to be supplied, of preparing any reports required to accompany the returned materials, and of attending regional assessment meetings.

A mailing list of Local District Coordinators and Intermediate District Contact Persons has been prepared. This list will be used by both Educational Testing Service and the Bureau of Research for appropriate communications to Coordinators and Contact Persons.

Seven statewide regional meetings took place during late November and early December to provide information to Local District Coordinators and to Intermediate District Contacts concerning (a) an overview of the assessment program, (b) assessment activities for 1969-70, and (c) the implementation of the basic skills program. These meetings took place in the Lansing, Flint, Detroit, Kalamazoo, Grand Rapids, Traverse City and Marquette areas.

2. AD HOC Assessment Battery Specifications Committee

Despite the severe time limitation under which the 1969-70 program was set into motion, it was deemed essential that some review be made of the instructional objectives that would guide the selection of the content of the basic skills battery. To that end, a special committee was selected by the Michigan Department of Education to review the proposed test specifications drafted by Educational Testing Service. Serving on this ad hoc Assessment Battery Specifications Committee which met on September 16, 1969 were:

- Mrs. Betty Bailey, Teacher, Lansing
- Mrs. LaVon Bleisener, Parent, Lansing (PTA)
- Mr. Thomas Cook, Teacher, Detroit

- Mr. Edwin Gray, Superintendent of Schools, Willow Run
- Mrs. Catherine Jackson, Teacher, Inkster
- Dr. C. Philip Kearney, Associate Superintendent, Michigan Department of Education
- Mr. William Loadman, Research Consultant, Michigan Department of Education
- Mr. Karl Ohlendorf, Assistant Executive Secretary for Instruction, Michigan Education Association
- Mr. Dwight Smith, Curriculum Consultant, Michigan Department of Education
- Mrs. H. B. Toretta, Teacher, Sault Ste. Marie
- Mr. Douglas Ward, President, Michigan Education Association
- Dr. Thomas P. Wilbur, Coordinator, Program Evaluation, Michigan Department of Education

3. Technical Advisory Group

The Bureau has on its staff a number of persons with graduate training in educational measurement and research. Nevertheless, to insure that the assessment program reflects sound planning and that the assessment staff has access to knowledge about advanced and proven techniques in measurement, a Technical Advisory Group has been selected to suggest alternative solutions to possible assessment problems and to review the draft plans of the Bureau staff.

The members of the Technical Advisory Group are all recognized widely for their competence in the field of Educational Measurement and Evaluation. Serving on the Committee are:

- Dr. Henry Dyer, Vice President, Educational Testing Service
- Dr. Robert L. Ebel, Professor, Michigan State University
- Dr. William Firman, Assistant Commissioner for Research and Evaluation, New York State Department of Education
- Dr. William A. Mehrens, Associate Professor, Michigan State University
- Dr. J. Alan Thomas, Director, Midwest Administration Center, University of Chicago

On November 17 the Technical Advisory Group was assembled for a meeting at Kellogg Center, Michigan State University, with representatives from Educational Testing Service and the Bureau of Research. This meeting was concerned with a critique of current progress, planning of proposed analyses,

planning of proposed reporting, and possible future directions for assessment.

4. Citizens Committee on Goals

The legislature, in its charge to plan a periodic and comprehensive assessment of educational progress, did not attempt to define the goals of education against which progress should be measured, beyond the stipulation that the Department of Education shall provide for an annual measure or measures in the basic skills. Yet unless some agreement can be reached concerning those goals and some understanding of their relative importance, no meaningful assessment of educational progress can be made.

Therefore, a Task Force on Goals has been proposed to the State Board of Education to develop and draft a statement of the educational goals against which the assessment program is to measure. It is further proposed that this draft statement be reviewed by a committee of distinguished citizens representing a broad spectrum of the people of Michigan. With periodic review and amendment as needed, such a statement of goals can provide necessary and appropriate guidance in the selection and development of instruments needed to implement the charge of the legislature.

Specific Details

The services of Educational Testing Service of Princeton, New Jersey, have been secured to assist the Department of Education in devising, administering, scoring, and analyzing the assessment batteries and data-gathering instruments. The basic skills batteries--one for grade 4, another for grade 7--will be short versions of conventional basic skills achievement batteries, similar in most other respects to those in common use.

As one result of this shortening, the achievement batteries will require only 100 minutes of actual working time plus 20 minutes for each pupil to complete a questionnaire on socio-economic background and attitudes and aspirations. A second result of the shortening is that the scores of individual pupils will not be reliable enough for reporting. But the scores of groups of pupils will be reliable and meaningful. Note that it is the scores of groups (in a building or a district) that will be reported back to local schools.

Details of the program are presented below in question and answer form:

1. Who will administer the assessment battery? The assessment battery will be administered by the classroom teacher in most typical fourth grade settings. In the seventh grade the battery may be administered in classrooms by teachers (with periods extended to accommodate the length of the testing period) or by a principal or counselor to a large group assembled in a cafeteria, library, or (if adequate lighting and work surface are present) in an auditorium.

Where the pupils to receive the battery are grouped for instruction with pupils who are not to receive the battery, special groups should be formed for test administration. And where the pupils to receive the battery are scattered

over a wide geographic area in small groups, it may be advisable to transport them to a single location convenient for the administration. In the latter case, the Local District Coordinator may be the appropriate person to administer the battery.

The persons chosen to administer the battery should be selected and notified well in advance of the administration date and must be supplied with the necessary materials, and trained in their use.

2. When will the assessment battery be administered? The last two full weeks in January have been designated for administering the battery, i.e., January 19-30, 1970, inclusive. The directions for administering the battery have been written on the assumption that the battery will be given on two consecutive morning sessions of approximately 90 minutes respectively.

While few limitations are imposed on the scheduling of the battery within the designated period, a number of considerations should be borne in mind.

a. By scheduling the battery early in the two-week period, time will be left to hold a make-up administration for any who missed one or both of the regular administrations.

b. It is generally believed that pupil performance on achievement batteries is adversely affected by "Monday morning stupor", "Friday afternoon itch", by the pre- and post-game excitement of athletic contests, and so forth. To the extent that these conditions can be predicted, it seems wise to schedule the battery to avoid them if possible.

Many districts will find that the mornings of January 20 and 21 will be the best times to schedule the regular administration, with the make-ups being held the corresponding mornings of the following week. But each district will need to review its own calendar to determine the best time for its own pupils.

3. When will the assessment materials be mailed and to whom? To whom will they be returned?

a. In all K-12 districts the assessment battery and accessory materials will be mailed on or about December 22, 1969, by Educational Testing Service (ETS) of Princeton, New Jersey, to a Local District Coordinator (LDC) who has been designated by the Superintendent.

b. In non-K-12 districts the materials will be sent by ETS on or about December 22, 1969, to the appropriate Intermediate District Contact Person who will perform the functions of the Local District Coordinator for the non-K-12 districts in the Intermediate District. In a few of the larger non-K-12 districts, a Local District Coordinator has been designated who will receive materials directly from ETS.

c. A school coordinator will be appointed by each Local District Coordinator for each building within the district. The school coordinator is responsible for all materials supplied to him by the Local District Coordinator.

d. After the administration, the assessment batteries and answer sheets, both used and unused, are to be returned to the Local District or Intermediate District Coordinator from whom they were secured. That Coordinator will be responsible for all materials supplied to him.

4. What information will be requested in addition to basic skills responses? In addition to taking the four basic skills sections of the battery at his grade level, every pupil will be asked to complete a brief questionnaire containing a variety of multiple-choice questions, some dealing with biographical information (e.g., Are you a (a) boy, or (b) girl?); some dealing with socio-economic factors (e.g., Does your family have a washing machine?) and some dealing with attitudes and aspirations (e.g., Do you expect to graduate from High School?). Each pupil will also be asked to supply some identifying information on the answer sheet, including his name, date of birth (month and year) and a special code number to be supplied through the Local District Coordinator.

5. Who will, and who will not, receive the assessment battery? The Michigan Assessment of Basic Skills Battery shall be administered to public school students in the fourth and seventh grades. Those receiving itinerant services (e.g., hard of hearing, physically handicapped, educable mentally retarded, emotionally disturbed and those with speech impediments), besides receiving instruction in the regular class program in the areas of reading, English, and mathematics, are to take the assessment battery.

All pupils currently assigned to and receiving instruction in special classes for the handicapped in the content areas of reading, English, and mathematics shall be excluded from the administration of the assessment battery.

Pupils in non-graded programs who are identifiable as fourth or seventh graders should be included in the assessment. Pupils whose grade level cannot be determined should be included if they are in their fourth or seventh year beyond kindergarten.

Shared-time pupils should be included in the assessment if they are in public schools for instruction in the basic skills. If only certain basic skills are taken in public schools, the pupil may (1) be included in only those areas in which he receives public school instruction, or (2) at the option of the local district, be excluded from the assessment.

In schools which follow the practice of mid-year promotions and retentions, some pupils at the fourth or seventh grade levels will be completing the work of the fourth or seventh grade when the battery is given. Such pupils should take the battery. However, they will be given special instructions for recording their status as end-of-grade level pupils.

6. Who will process and analyze the data? The Department of Education has engaged the services of Educational Testing Service of Princeton, New Jersey, to score the tests, analyze the data and prepare summary reports of the results as prescribed by the State Department of Education for the state as a whole, for each geographic region, each community type, each combination of geographic region and community type, and each individual school district. These reports will address the major questions posed above.

A number of supplementary and supporting analyses will be made by Educational Testing Service and by the Bureau of Research. It is intended that

the results of these analyses will form a basis of a brief series of research reports.

7. When will the results be available? The first reports of results of the 1969-70 assessment are projected for release about June 1, 1970. The reports on this date include the statewide, regional, and community type summaries; local district reports; and a report to the legislature. A public report also will be released about June 1, 1970. Further reports of additional analyses are to be published during the 1970-71 fiscal year.

8. Why are grades four and seven being assessed? Ideally, decision makers should have some idea of children's educational performance as they begin public education, as they proceed through it, and some measure of pupil accomplishment near the end of both elementary and secondary education. In this initial effort toward statewide assessment, a limited amount of resources could be brought to bear upon the problem. Because of time and cost considerations, two grade levels were chosen upon which to mount the effort.

The fourth grade was selected bacause basic skills have been developed to a point where differences are readily measureable and instrumentation to assess student progress has been developed and is available. The progress of individual pupils and of groups can be made clearly evident; yet the opportunity for effective remediation remains.

Grade seven was selected because the complicating effects of later high dropout rates do not enter the picture, and because formal instruction in the basic skills subject areas is essentially complete at that point. Nevertheless, some opportunity for remediation remains. Moreover, it may be possible to document relative student progress when the fourth and seventh grade scores are compared.

Clearly, other grades could have been selected and may yet be assessed in future years.

9. How long will it take to administer the battery? The actual time the student will be working on the battery is 100 minutes with approximately 20 additional minutes spent on a series of special items. Therefore, we recommend the battery be split into two sessions. With the actual administering of the battery plus time for the distributing and collecting of materials, reading of directions, etc., the first session should require 90 minutes. The second session should require 75 minutes for these same activities.

10. What steps are being taken to assure some degree of statewide standardization in administration?

a. The Superintendent in each K-12 school district has been asked to designate a Local District Coordinator (LDC). It will be the responsibility of the LDC to receive the materials, distribute them to buildings, train the administrators, collect the used and unused materials (both the answer sheets and the booklets), destroy the used and unused booklets and unused answer sheets to protect the security of the content, and prepare for return to Educational Testing Service (ETS) the used answer sheets, school coordinators reports, and LDC reports called for in the Manual of Directions. In addition, the LDC will answer (or relay to the Bureau or to ETS for answer) questions that arise in his district concerning the program, the materials, or their

intended use. Finally, he will certify to the Department of Education that he has personally supervised (or performed) the destruction of the designated secure materials.

b. In non-K-12 districts, the functions of the Local District Coordinator will, in general, be performed by a coordinator designated by the Intermediate District Superintendent. An Intermediate District Contact has been appointed in each of the 60 Intermediate Districts in the state. However, these persons in Intermediate Districts serving non-K-12 local districts will serve in a capacity similar to that of a LDC in the K-12 districts.

c. Three manuals have been written to assist those individuals concerned with the assessment program. Each manual attempts to delineate the functions and tasks of the responsible individual. These manuals are: (1) the Local District Coordinators' Manual; (2) the School Coordinators' Manual; and (3) the Examiners' Manual. The procedures elucidated in these manuals attempt to insure statewide standardization in the administration of the assessment battery.

11. What will be included in the battery? Each part of the basic skills battery is composed of multiple-choice questions that have been selected to measure pupil progress toward specified educational objectives. In this initial year of the program the content objectives were proposed by Educational Testing Service, then reviewed and revised by the ad hoc Assessment Battery Specifications Committee, the membership of which was shown under the heading "Report of Activities Under Way".

The tests were assembled to reflect these specifications as closely as possible, given certain inescapable limits of time and the size of the pool of available test questions. The final draft of the tests was subjected to a careful editorial review and check against the test specifications by Bureau of Research staff members. It is the concensus of those reviewers that the battery will adequately serve its intended purpose.

The general organization and timing of the questionnaire and basic skills battery are shown in the table below:

BASIC SKILLS BATTERY: ORGANIZATION AND CONTENT

		GRADE FOUR		GRADE SEVEN	
Section	Title	No. of Questions	Min. Allowed	No. of Ques.	Min, Allowed
1.	Questionnaire	26	20*	26	20*
2.	Vocabulary	50	20	50	20
3.	Reading	40	30	40	30

(continued on following page)

* not strictly timed

BASIC SKILLS BATTERY: ORGANIZATION AND CONTENT (Cont.)

Section	Title	GRADE FOUR No. of Ques.	GRADE FOUR Min. Allowed	GRADE SEVEN No. of Ques.	GRADE SEVEN Min. Allowed
4.	English Expression	(45)	(25)	(55)	(25)
	Part A - Spelling	15	5	20	6
	Part B - Effectiveness of Expression	10	7	10	7
	Part C - Grammar, Usage	10	6	13	6
	Part D - Punctuation, Capitalization	10	7	12	6
5.	Mathematics	30	25	30	25
	Total Battery	191	120	201	120

The achievement measured and the types of questions used in each part may be stated briefly as follows:

Section 1	Questionnaire	collects biographical information and reflects socio-economic status and attitudes and aspirations
Section 2	Vocabulary	measures knowledge of meanings of words and ability to perceive relationships among words and concepts through verbal analogy items
Section 3	Reading	considers reading achievement with synonyms, vocabulary in context, and paragraph comprehension items
Section 4	English Expression	considers English expression achievement with respect to recognizing errors in spelling, grammar usage, word choice, idiom, capitalization, and punctuation
Section 5	Mathematics	considers mathematical achievement with respect to reasoning and problem solving in arithmetic, algebra, and geometry appropriate to the grade level

12. Will all districts be included? Yes. All school districts with pupils in grades four or seven attending public school are included in the assessment program.

13. Are there national norms for the tests? No. The basic skills battery has not been given to a nationally representative sample of pupils so there are no national norms. But inasmuch as the assessment battery is intended for within-state comparison, the fact is not regarded as a disadvantage. The norms for the state of Michigan on the battery should be superior at grades four and seven to any ever assembled.

14. Will the assessment results be reliable for individual pupils? No. No plans have been made to report the scores of individual pupils. As was mentioned earlier, a shortened version of a full length battery is being used so that the encroachment upon instructional time will be held to a minimum. But this advantage was gained at the sacrifice of some precision in the individual pupil scores. Consequently, the individual scores will not be reliable enough to warrant their use in reports to local schools. For the purposes of assessment, the scores of groups of pupils must be reliable enough for reporting, and the length of the battery is considered to be adequate for this even in very small districts.

15. How will the assessment results be reported? Two groups of reports at each grade level are planned: One public--published by the Department of Education showing the performance of large groups of pupils, of schools, and of districts; the other, confidential--prepared separately for each district with the assistance of Educational Testing Service.

The public reports will show the performance of schools and school districts on the assessment measures as distributions of school and school district averages. These distributions will be prepared for the state as a whole, for each of four geographic regions, five community types, and sixteen combinations of geographic region and community type (there are 20 categories, but only 16 reports since two of the community types do not occur in two regions, yielding four empty categories). More information about these categories may be found under Question #16 and in the Appendix. Another series of public reports will show how achievement is related to a variety of input factors.

The confidential reports furnished to each district will show the average performance on each assessment variable for each public school building in the district where the battery was given, and a summary of the same measures for the entire district. Separate reports will be prepared for fourth and seventh grades.

16. What criteria were used in classifying districts according to community type and geographic region? The rationale used in establishing community types is based on the factors of size (population) and economic focal point. The following definitions establish the five community type categories:

Type 1 = Metropolitan Core: One or more adjacent cities with a population of 50,000 or more which serve as the economic focal point of their environs.

Type 2 = City: Community of 10,000 to 50,000 that serves as the economic focal point of its environs.

3 = Town: Community of 2,500 to 10,000 that serves as the economic focal point of its environs.

4 = Urban Fringe: A community of any population size that has as its economic focal point a metropolitan core or a city.

5 = Rural Community: A community less than 2,500.

Four Geographic Regions have been established. These are defined by means of the descriptions listed below and illustrated in the map on the following page:

Region 1 = Wayne, Oakland, and Macomb Counties.

2 = All counties in Southern Michigan that are south of and including Muskegon, Kent, Montcalm, Gratiot, Midland and Bay counties. This excludes Region 1.

3 = All counties that are north of the above mentioned line and that are in the Lower Peninsula.

4 = All counties that are in the Upper Peninsula.

GEOGRAPHIC REGIONS

A P P E N D I X

Listing of Michigan School Districts

by Community Type and Region

MICHIGAN SCHOOL DISTRICTS
GROUPED BY COMMUNITY TYPE AND REGION

I. Metropolitan Core Cities

Region 1

82-010 Detroit City Sch Dist
82-060 Hamtramck City Schs
82-070 Highland Park City Schs
63-030 Pontiac City Sch Dist

Region 2

81-010 Ann Arbor City Sch Dist
13-020 Battle Creek City Schs
09-010 Bay City Sch Dist
25-010 Flint City Sch Dist
41-010 Grand Rapids City Sch Dist
38-170 Jackson Union Sch Dist
39-010 Kalamazoo City Sch Dist
33-020 Lansing Pub Sch Dist
61-010 Muskegon City Sch Dist
61-020 Muskegon Hgts City Sch Dist
73-010 Saginaw City Sch Dist

Region 3

(none)

Region 4

(none)

II. Cities

Region 1

50-160 Mt Clemens Comm Sch Dist
63-100 Novi Comm Sch Dist
82-100 Plymouth Comm Sch Dist

Region 2

46-010 Adrian City Sch Dist
13-010 Albion City Schs
11-010 Benton Harbor City Sch Dist
70-010 Grand Haven City Sch Dist
70-020 Holland City Sch Dist
56-010 Midland City Sch Dist
58-010 Monroe City Pub Schs

II. Cities, continued

Region 2, continued

11-300 Niles Comm Sch Dist
78-110 Owosso Pub Sch Dist
74-010 Port Huron City Sch Dist
11-020 St Joseph City Sch Dist
81-020 Ypsilanti City Sch Dist

Region 3

04-010 Alpena City Sch Dist
83-010 Cadillac Area Pub Schs
37-010 Mt Pleasant City Sch Dist
28-010 Traverse City Pub Sch Dist

Region 4

21-010 Escanaba Area Pub Schs
27-020 Ironwood Area Schs
52-170 Marquette City Sch Dist
55-100 Menominee Area Pub Sch
17-010 Sault Ste Marie Area Schs

III. Towns

Region 1

50-040 Anchor Bay Sch Dist
63-210 Holly Area Sch Dist
63-220 Huron Valley Schs
82-340 Huron Sch Dist
63-230 Lake Orion Comm Sch Dist
82-390 Northville Pub Schs
63-110 Oxford Area Comm Sch Dist
50-180 Richmond Comm Schs
63-260 Rochester Comm Sch Dist
50-190 Romeo Comm Schs
82-130 Romulus Comm Schs
82-430 Van Buren Pub Schs
63-290 Walled Lake Cons Sch Dist

Region 2

74-030 Algonac Comm Sch Dist
03-030 Allegan Pub Schs
29-010 Alma Pub Schs

III. Towns, continued

Region 2, continued

32-010 Bad Axe Pub Schs
58-030 Bedford Pub Sch Dist
34-080 Belding Area Sch Dist
46-040 Blissfield Comm Schs
47-010 Brighton Area Schs
11-310 Buchanan Pub Sch Dist
79-020 Caro Comm Schs
14-010 Cassopolis Pub Schs
23-030 Charlotte Pub Schs
81-040 Chelsea Sch Dist
73-110 Chesaning Union Schs
25-150 Clio Area Sch Dist
12-010 Coldwater Comm Schs
78-100 Corunna Pub Sch Dist
76-080 Croswell Lexington Comm S D
14-020 Dowagiac Union Schs
58-050 Dundee Comm Sch Dist
78-030 Durand Area Schs
74-050 East China Twp Sch Dist
23-050 Eaton Rapids Pub Schs
39-050 Galesburg Augusta Comm S D
59-070 Greenville Pub Schs
32-060 Harbor Beach Comm Sch
80-120 Hartford Pub Sch Dist
03-030 Hastings Pub Sch Dist
30-020 Hillsdale Comm Schs
47-070 Howell Pub Schs
70-190 Hudsonville Pub Sch Dist
34-010 Ionia City Sch Dist
29-060 Ithaca Pub Schs
44-010 Lapeer Pub Schs
41-170 Lowell Area Schs
13-110 Marshall Pub Schs
81-100 Milan Area Schs
61-180 Montague Pub Schs
11-200 New Buffalo Area Sch Dist
03-020 Otsego Pub Schs
80-160 Paw Paw Pub Sch Dist
78-080 Perry Pub Sch Dist
03-010 Plainwell Comm Schs
34-110 Portland Pub Sch Dist
41-210 Rockford Pub Schs
29-100 Saint Louis Pub Schs
81-120 Saline Area Sch Dist
79-145 Sebewaing Unionville Schs
80-010 South Haven Pub Schs
41-240 Sparta Area Schs
19-140 St Johns Pub Schs
75-010 Sturgis City Sch Dist

III. Towns, continued

Region 2, continued

25-180 Swartz Creek Comm Sch Dist
46-140 Tecumseh Pub Schs
75-080 Three Rivers Pub Sch Dist
79-150 Vassar Pub Schs
39-170 Vicksburg Comm Schs
61-240 White Hall Dist Schs
33-230 Williamston Comm Schs
70-350 Zeeland Pub Sch Dist

Region 3

54-010 Big Rapids Pub Schs
15-050 Charlevoix Pub Sch Dist
16-015 Cheboygan Area Schs
18-010 Clare Pub Schs
62-040 Fremont Pub Sch Dist
69-020 Gaylord Comm Schs
26-040 Gladwin Comm Schs
53-040 Ludington Area Sch Dist
51-070 Manistee City Schs
24-070 Petoskey Sch Dist
71-080 Rogers Union Sch Dist
35-030 Tawas Area Schs
15-025 Twin Valley Pub Sch Dist

Region 4

27-010 Bessemer City Sch Dist
22-030 Breitung Township Sch Dist
36-015 Forest Park Sch Dist
21-020 Gladstone Pub Sch Dist
31-010 Hancock City Sch Dist
22-010 Iron Mountain City Sch Dist
52-180 Ishpeming Pub Sch Dist
07-040 L'anse Twp Sch Dist
31-130 Lake Linden Hubbell Sch Dist
77-010 Manistique Area Schs
02-070 Munising Pub Schs
52-090 Negaunee Sch Dist
22-025 Norway Vulcan Area Schs
66-050 Ontonagon Area Schools
31-110 Portage Twp Sch Dist
49-010 St Ignace City Sch Dist
48-040 Tahquamenon Area Schs
27-070 Wakefield Twp Sch Dist
36-025 West Iron County Sch Dist

VI. Urban Fringe

Region 1

82-020	Allen Park Pub Schs
63-070	Avondale Sch Dist
63-050	Berkley City Sch Dist
63-010	Birmingham City Sch Dist
63-080	Bloomfield Hills Sch Dist
50-010	Center Line Pub Schs
82-025	Cherry Hill Sch Dist
50-080	Chippewa Valley Schs
63-150	City of Troy Sch Dist
63-090	Clarenceville Sch Dist
63-270	Clawson City Sch Dist
50-070	Clintondale Pub Schs
82-230	Crestwood Sch Dist
82-030	Dearborn City Sch Dist
82-040	Dearborn Heights Sch Dist 7
50-020	East Detroit City Sch Dist
82-250	Ecorse Pub Sch Dist
82-210	Fairlane Sch Dist
63-200	Farmington Pub Sch Dist
63-020	Ferndale City Sch Dist
50-090	Fitzgerald Pub Schs
82-180	Flat Rock Comm Schs
50-100	Fraser Pub Schs
82-050	Garden City Sch Dist
82-290	Gibraltar Sch Dist
82-055	Grosse Pte Pub Schs
82-300	Grosse Ile Twp Schs
82-320	Harper Woods City Sch Dist
63-130	Hazel Park City Sch Dist
82-330	Heintzen Pub Sch Dist
82-080	Inkster City Sch Dist
50-140	L'anse Creuse Pub Schs
50-120	Lake Shore Pub Schs
50-130	Lakeview Pub Schs
63-280	Lamphere Pub Schs
82-090	Lincoln Park City Schs
82-095	Livonia Pub Schs
63-140	Madison Hgts Sch Dist
82-045	Melvindale N Allen Pk S D
82-220	North Dearborn Hgts Sch Dist
63-250	Oak Park City Sch Dist
82-110	Redford Union Sch Dist
82-120	River Rouge City Schs
82-400	Riverview Comm Sch Dist
50-030	Roseville City Sch Dist
63-040	Royal Oak City Sch Dist
50-200	South Lake Schs
82-140	South Redford Sch Dist
63-060	Southfield Pub Sch Dist

IV. Urban Fringe, continued

Region 1, continued

82-405	Southgate Comm Sch Dist
82-150	Taylor Sch Dist
82-155	Trenton Pub Schs
50-210	Utica Comm Schs
50-220	Van Dyke Comm Schs
50-230	Warren Cons Schs
50-240	Warren Woods Pub Schs
82-160	Wayne Comm Schs
63-160	West Bloomfield Twp Sch Dist
82-240	Westwood Comm Schs
82-365	Woodhaven Sch Dist
82-170	Wyandotte City Sch Dist

Region 2

25-130	Atherton Comm Sch Dist
09-030	Bangor Twp Schs
19-100	Bath Comm Schs
25-240	Beecher Sch Dist
25-060	Bendle Pub Sch Dist
25-230	Bentley Comm Sch Dist
73-180	Bridgeport Comm Sch Dist
73-080	Buena Vista Sch Dist
25-080	Carman Sch Dist
73-030	Carrollton Sch Dist
39-030	Comstock Pub Schs
41-080	Comstock Park Sch Dist
25-140	Davison Comm Schs
19-010	DeWitt Pub Schs
41-090	E Gr Rapids Pub Schs
38-090	E Jackson Pub Schs
33-010	East Lansing Sch Dist
09-050	Essexville Hampton Sch Dist
25-120	Flushing Comm Schs
41-110	Forest Hills Pub Schs
61-420	Fruitland Twp Sch Dist IF
61-080	Fruitport Comm Schs
25-070	Genesee Sch Dist
41-120	Godfrey Lee Pub Sch Dist
41-020	Godwin Hgts Pub Schs
23-060	Grand Ledge Pub Schs
25-030	Grand Blanc Comm Schs
41-130	Grandville Pub Schs
11-670	Hagar Twp Sch Dist 6
13-070	Harper Creek Comm Schs
33-060	Haslett Pub Schs
33-070	Holt Pub Schs
25-110	Kearsley Comm Schs
41-140	Kelloggsville Pub Schs

IV. Urban Fringe, continued

Region 2, continued

41-145 Kenowa Hills Pub Schs
41-160 Kentwood Pub Schs
11-030 Lakeshore Sch Dist
13-090 Lakeview Cons Sch Dist
46-090 Madison Sch
74-100 Marysville Pub Sch Dist
33-130 Mason Pub Schs
38-120 Michigan Center Sch Dist
61-060 Mona Shores Sch Dist
25-040 Mt Morris Cons Schs
61-230 North Muskegon City Sch Dist
41-025 Northview Pub Sch
33-170 Okemos Pub Schs
23-490 Oneida Twp Sch Dist 3
61-190 Orchard View Schs
39-130 Parchment Sch Dist
13-120 Pennfield Sch Dist
39-140 Portage Pub Schs
23-090 Potterville Pub Schs
61-220 Reeths Puffer Schs
73-040 Saginaw Twp Comm Schs
11-830 Sodus Twp Sch Dist 5
13-030 Springfield City Sch Dist
70-300 Spring Lake Pub Sch Dist
73-255 Swan Valley Sch Dist
38-020 Vandercook Lake Pub Sch Dist
33-215 Waverly Schs
25-210 Westwood Hgts Sch Dist
81-150 Willow Run Pub Schs
41-026 Wyoming Pub Schs

Region 3

(none)

Region 4

(none)

V. Rural

Region 1

50-050 Armada Area Schs
63-180 Brandon Twp Sch Dist
63-190 Clarkston Comm Sch Dist
50-170 New Haven Comm Schs
63-240 So Lyon Comm Schs

V. Rural, continued

Region 1, continued

63-300 Waterford Twp Sch Dist

Region 2

46-020 Addison Comm Schs
58-020 Airport Comm Sch Dist
79-010 Akron Fairgrove Schs
03-140 Allegan Co Sch Dist 17
70-040 Allendale Pub Sch Dist
44-020 Almont Comm Schs
29-130 Arcada Twp Sch Dist 1F
29-170 Arcada Twp Sch Dist 6
29-020 Ashley Comm Schs
13-050 Athens Area Schs
80-020 Bangor Pub Schs
80-240 Bangor Twp Sch Dist 8
23-010 Bellevue Comm Schs
34-140 Berlin Twp Sch Dist 3F
34-150 Berlin Twp Sch Dist 5F
11-240 Berrien Springs Pub Sch Dist
73-170 Birch Run Area Sch Dist
32-220 Bloomfield Twp Sch Dist 4
32-230 Bloomfield Twp Sch Dist 5
32-250 Bloomfield Twp Sch Dist 7F
80-090 Bloomingdale Pub Sch Dist
11-210 Brandywine Pub Sch Dist
29-040 Breckenridge Comm Schs
11-340 Bridgman Pub Sch
46-050 Britton Macon Area Sch
12-020 Bronson Comm Sch Dist
76-060 Brown City Comm Sch Dist
56-020 Bullock Creek Sch Dist
44-190 Burnside Twp Sch Dist 10F
75-020 Burr Oak Comm Sch Dist
41-040 Byron Center Pub Schs
78-020 Byron Area Schs
41-050 Caledonia Comm Schs
30-010 Camden Frontier Sch
34-250 Campbell Twp Sch Dist 4
74-040 Capac Comm Sch Dist
59-020 Carson City Crystal Area S D
76-070 Carsonville Comm Sch Dist
03-250 Casco Twp Sch Dist 4
32-030 Caseville Pub Sch
79-030 Cass City Pub Schs
41-070 Cedar Springs Pub Schs
59-125 Central Montcalm Pub Schs
75-030 Centreville Pub Sch Dist
23-280 Chester Twp Sch Dist 3F

Region 2, continued

32-040	Church Sch
39-020	Climax Scotts Comm Schs
46-060	Clinton Comm Schs
56-030	Coleman Comm Sch Dist
32-260	Colfax Twp Sch Dist 1F
32-270	Colfax Twp Sch Dist 2
32-290	Colfax Twp Sch Dist 6
32-300	Colfax Twp Sch Dist 7
11-330	Coloma Comm Schs
75-040	Colon Comm Sch Dist
38-040	Columbia Sch Dist
38-080	Concord Comm Schs
75-050	Constantine Pub Sch Dist
75-130	Constantine Twp Sch Dist 5F
70-120	Coopersville Pub Sch Dist
80-040	Covert Pub Schs
33-040	Dansville Ag Sch
80-050	Decatur Pub Schs
76-090	Deckerville Comm Sch Dist
46-070	Deerfield Pub Schs
08-010	Delton Kellogg Sch Dist
81-050	Dexter Comm Sch Dist
44-050	Dryden Comm Schs
34-340	Easton Twp Sch Dist 6F
11-250	Eau Claire Pub Sch Dist
13-060	Eckford Comm Schs
14-030	Edwardsburg Pub Schs
32-050	Elkton Pigeon Bayport S D
03-050	Fennville Pub Schs
25-100	Fenton Area Pub Schs
19-070	Fowler Pub Schs
47-030	Fowlerville Comm Schs
73-190	Frankenmuth Sch Dist
13-340	Fredonia Twp Sch Dist 2F
73-200	Freeland Comm Sch Dist
29-050	Fulton Schs
11-160	Galien Twp Sch
03-440	Ganges Twp Sch Dist 4
80-110	Gobles Pub Sch Dist
44-240	Goodland Twp Sch Dist 1
44-260	Goodland Twp Sch Dist 2
44-270	Goodland Twp Sch Dist 3
25-050	Goodrich Area Sch Dist
38-050	Grass Lake Comm Schs
39-065	Gull Lake Comm Schs
03-100	Hamilton Comm Schs
80-390	Hamilton Twp Sch Dist 6
38-100	Hanover Horton Schs

V. Rural, continued

Region 2, continued

47-060	Hartland Cons Sch
73-210	Hemlock Pub Sch Dist
61-120	Holton Pub Schs
13-080	Homer Comm Schs
03-070	Hopkins Pub Sch
46-080	Hudson Area Schs
58-070	Ida Pub Sch Dist
44-060	Imlay City Comm Schs
34-360	Ionia Twp Sch Dist 2F
34-380	Ionia Twp Sch Dist 5
34-390	Ionia Twp Sch Dist 6
58-080	Jefferson Cons Sch Dist
70-175	Jenison Pub Schs
30-030	Jonesville Comm Schs
41-150	Kent City Comm Schs
79-080	Kingston Comm Sch
78-040	Laingsburg Comm Sch Dist
25-200	Lake Fenton Sch
25-280	Lakeville Comm Sch Dist
59-090	Lakeview Comm Schs
34-090	Lakewood Pub Schs
80-130	Lawrence Pub Sch Dist
80-140	Lawton Comm Sch Dist
33-100	Leslie Pub Schs
32-390	Lincoln Twp Sch Dist 1
81-070	Lincoln Cons Sch Dist
25-250	Linden Comm Sch Dist
30-040	Litchfield Comm Schs
81-080	Manchester Pub Sch Dist
23-065	Maple Valley Sch Dist
14-050	Marcellus Comm Schs
73-095	Mar Lee Cons Sch Dist
76-140	Marlette Comm Sch Dist
03-060	Martin Pub Schs
58-090	Mason Cons Sch Dist
80-150	Mattawan Cons Sch Dist
79-090	Mayville Comm Schs
32-410	Meade Twp Sch Dist 3
74-120	Memphis Comm Schs
75-060	Mendon Comm Sch Dist
56-050	Meridian Pub Sch Dist
73-230	Merrill Comm Sch Dist
79-100	Millington Comm Schs
59-045	Montabella Comm S D
25-260	Montrose Twp Schs
46-100	Morenci Area Schs
78-060	Morrice Area Schs
75-300	Mottville Twp Sch Dist 3F

Region 2, continued

38-130 Napoleon Sch Dist
78-070 New Lothrop Area Pub S D
13-580 Newton Twp Sch Dist 10F
30-050 North Adams Pub Schs
32-080 North Huron Schs
34-480 North Plains Twp Sch Dist 1F
44-090 North Branch Area Schs
38-140 Northwest Sch Dist
75-100 Nottawa Comm Sch
61-065 Oakridge Sch Dist
23-030 Olivet Comm Schs
46-110 Onsted Comm Schs
34-510 Orange Twp Sch Dist 1F
34-520 Orange Twp Sch Dist 3
34-530 Orange Twp Sch Dist 5
34-540 Orange Twp Sch Dist 7
34-600 Orleans Twp Sch Dist 9
34-610 Orleans Twp Sch Dist 10
19-120 Ovid Elsie Area Schs
32-090 Owendale Gagetown Area S D
34-040 Palo Comm Sch Dist
76-180 Peck Comm Sch
19-125 Pewamo-Westphalia Comm S D
47-080 Pinckney Comm Schs
09-090 Pinconning Area Schs
30-060 Pittsford Rural Ag Schs
32-120 Port Austin Pub Schs
32-130 Port Hope Comm Schs
34-700 Portland Twp Sch Dist 4F
34-710 Portland Twp Sch Dist 5F
12-040 Quincy Comm Sch Dist
61-210 Ravenna Pub Schs
30-070 Reading Comm Schs
32-140 Red School
79-110 Reese Pub Schs
11-033 River Valley Sch Dist
29-090 Riverdale Elem Sch
34-750 Ronald Twp Sch Dist 8
23-590 Roxand Twp Sch Dist 12
32-450 Rubicon Twp Sch Dist 4
46-130 Sand Creek Comm Schs
76-210 Sandusky Comm Sch Dist
76-710 Sanilac Twp Sch Dist 1
34-120 Saranac Comm Sch Dist
03-080 Saugatuck Pub Schs
39-160 Schoolcraft Comm Schs
34-760 Sebewa Twp Sch Dist 1F
34-800 Sebewa Twp Sch Dist 8
29-790 Seville Twp Sch Dist 4F

V. Rural, continued

Region 2, continued

32-530 Sheridan Twp Sch Dist 4
32-540 Sheridan Twp Sch Dist 5
32-510 Sheridan Twp Sch Dist 2F
32-610 Sigel Twp Sch Dist 3
32-620 Sigel Twp Sch Dist 4
32-630 Sigel Twp Sch Dist 6
32-600 Sigel Twp Sch Dist 1F
38-150 Springport Pub Sch
73-240 St Charles Comm Sch Dist
33-200 Stockbridge Comm Schs
58-100 Summerfield Sch Dist
29-110 Sumner Elem Sch
13-130 Tekonsha Comm Sch
08-050 Thornapple Kellogg Sch Dist
59-080 Tri Co Area Schs
32-170 Ubly Comm Schs
13-135 Union City Comm Sch Dist
32-650 Verona Twp Sch Dist 1F
32-680 Verona Twp Sch Dist 5
59-150 Vestaburg Comm Schs
30-080 Waldron Area Schs
11-320 Watervliet Sch Dist
03-040 Wayland Union Schs
33-220 Webberville Pub Schs
70-070 West Ottawa Pub Sch Dist
38-010 Western Sch Dist
75-070 White Pigeon Comm Sch Dist
58-110 Whiteford Agri Sch Dist
81-140 Whitmore Lake Pub Sch Dist
74-130 Yale Pub Sch Dist

Region 3

05-010 Alba Pub Sch
01-010 Alcona Comm Schs
06-010 Arenac Eastern Sch Dist
60-010 Atlanta Comm Schs
06-020 Au Gres Sims Sch Dist
43-040 Baldwin Pub Sch Dist
37-040 Beal City Sch
51-020 Bear Lake Sch
15-010 Beaver Island Comm Schs
26-010 Beaverton Rural Schs
05-040 Bellaire Pub Sch
64-010 Benona Comm Sch Dist
10-015 Benzie Co Central Schs
62-470 Big Jackson Sch Dist
15-030 Boyne Falls Pub Sch Dist
28-035 Buckley Comm Sch Dist

Region 3, continued

15-035 Central Lake Pub Sch
69-070 Chester Twp Sch Dist 1
54-025 Chippewa Hills Sch Dist
57-100 Clam Union Twp Sch Dist 2
54-100 Colfax Twp Sch Dist 3F
68-030 Comins Twp Sch Dist
20-015 Crawford AuSable Schs
24-010 Cross Village Sch Dist
64-020 Elbridge Comm Sch Dist
05-060 Elk Rapids Schs
15-065 Ellsworth Comm Sch
67-020 Evart Pub Sch
40-060 Excelsior Twp Sch Dist 1
57-010 Falmouth Elem Sch Dist
18-020 Farwell Area Schs
64-030 Ferry Comm Sch Dist
28-060 Fife Lake Comm Sch Dist
10-025 Frankfort Area Schs
53-030 Freesoil Comm Sch Dist
40-110 Garfield Twp Sch Dist 3F
72-010 Gerrish Higgins Sch Dist
45-010 Glen Lake Comm Sch Dist
64-050 Golden Comm Sch Dist
54-140 Grant Twp Sch Dist 2
62-050 Grant Pub Sch Dist
28-220 Green Lake Twp Sch Dist 1F
35-020 Hale Area Schs
24-020 Harbor Springs Sch Dist
18-060 Harrison Comm Schs
64-040 Hart Pub Sch Dist
62-060 Hesperia Comm Sch Dist
60-020 Hillman Comm Schs
72-020 Houghton Lake Comm Schs
16-050 Inland Lakes Sch Dist
69-030 Johannesburg-Central Sch
51-045 Kaleva Norman Dickson Schs
40-040 Kalkaska Pub Schs
28-090 Kingsley Area Sch Dist
57-020 Lake City Area Sch Dist
45-020 Leland Pub Sch Dist
24-030 Littlefield Pub Sch Dist
16-070 Mackinaw City Pub Schs
05-070 Mancelona Pub Sch
83-060 Manton Cons Sch Dist
67-050 Marion Pub Sch
53-010 Mason Co Central Sch Dist
53-020 Mason Co Eastern Sch Dist
57-030 McBain Rural Ag Sch Dist
83-070 Mesick Cons Sch Dist

V. Rural, continued

Region 3, continued

68-010 Mio Au Sable Sch
54-040 Morley Stanwood Comm Schs
62-070 Newaygo Pub Sch Dist
45-040 Northport Pub Sch Dist
40-140 Oliver Twp Sch Dist 2
71-050 Onaway Area Comm Sch Dist
51-060 Onekema Cons Sch
35-010 Oscoda Area Schs
24-040 Pellston Pub Sch Dist
64-070 Pentwater Pub Sch Dist
67-055 Pine River Area Schs
62-080 Pineview Sch Dist
71-060 Posen Cons Sch Dist
67-060 Reed City Pub Schs
40-020 S Boardman Area Sch
64-080 Shelby Pub Sch Dist
37-060 Shepherd Pub Sch Dist
72-040 St Helen Sch Dist
06-050 Standish Sterl Comm Sch Dist
45-050 Suttons Bay Pub Sch Dist
69-040 Vanderbilt-Area Sch
65-045 W Branch Rose City Area Schs
64-090 Walkerville Rural Comm S D
64-095 Weare Crystal Comm Sch Dist
62-090 White Cloud Pub Schs
35-040 Whittemore Prescott Area S D
16-100 Wolverine Comm Sch Dist

Region 4

31-020 Adams Twp Sch Dist
42-010 Allouez Twp Schs
07-010 Arvon Twp Sch Dist
02-010 Autrain Twp Sch
07-020 Baraga Twp Sch Dist
21-090 Bark River Harris Sch Dist
66-010 Bergland Comm Sch Dist
27-030 Bessemer Twp Sch Dist
21-065 Big Bay De Noc Sch Dist
49-020 Bois Blanc Pines Sch Dist
21-030 Brampton Twp Sch Dist
49-030 Brevort Twp Sch Dist
17-140 Brimley Pub Schs
02-020 Burt Twp Sch
31-030 Calumet Pub Sch Dist
31-040 Calumet Twp Sch Dist 2
55-010 Carney Nadeau Pub Schs
52-010 Champion-Humboldt Spurr S D
31-050 Chassell Twp Sch Dist

Region 4, continued

52-020 Chocolay Twp Sch Dist
07-030 Covington Sch Dist
21-040 Delta Co Sch Dist 7
17-050 Detour Twp Sch
31-070 Elm River Twp Sch
52-030 Ely Twp Sch Dist
49-055 Engadine Cons Schs
66-045 Ewen Trout Creek Cons S D
21-100 Flat Rock Public Sch Dist
52-040 Forsyth Sch Dist
42-030 Grant Twp Schs
55-060 Hermansville Pub Sch
52-050 Ishpeming Twp Sch Dist
49-040 Les Cheneaux Comm Sch Dist
02-050 Limestone Twp Sch
49-110 Mackinac Island Pub Sch Dist
27-060 Marenisco Sch Dist
52-060 Marquette Twp Sch Dist
02-060 Mathias Twp Sch
49-070 Moran Twp Sch Dist
52-080 National Mine Sch Dist
22-045 North Dickinson Co Sch Dist
31-100 Osceola Twp Sch Dist
17-090 Pickford Pub Schs
52-100 Powell Twp Sch Dist
55-110 Powers Spalding Pub Sch
21-060 Rapid River Pub Schs
52-110 Republic Michigamme Schs
21-130 Rock Pub Sch Dist
02-080 Rock River Twp Sch
17-110 Rudyard Twp Sch
52-130 Sands Twp Sch Dist
52-140 Skandia Sch Dist
49-100 St Ignace Twp Sch Dist
31-140 Stanton Twp Sch Dist
55-120 Stephenson Area Pub Schs
27-080 Watersmeet Twp Sch Dist
52-160 Wells Twp Sch Dist
66-070 White Pine Sch Dist
17-160 Whitefish Sch